



Snapshots from the Journey

Portfolio Guide for the  
Service Coordinator

Module 5







## **Description of Module 5**

### **Feeling at Home on the Journey Natural Environments**

Early intervention is a changing field. However, knowledge of research and evidence-based practices related to natural environments is extensive. Provision of services in natural environments reflects the core mission of early intervention.

Common themes have emerged that clearly support the inclusion of infants and toddlers in natural learning environments where families live, learn, and play. It is essential that early intervention team members effectively communicate and collaborate in order to support the pivotal role of families in developing competence and confidence in helping their child learn.

This module seeks to inform service coordinators of what the literature tells us regarding supports and services in everyday routines, activities, and places. It also seeks to distill and explain models of team interaction that influence the entire early intervention process. This knowledge is key to helping service coordinators understand and embrace positive changes in practice that benefit children and families.

In addition, service coordinators will become familiar with federal and state definitions and guidelines related to natural environment, and will be aware of the limited circumstances when services may appropriately be provided outside the natural environment and justified in compliance with state and federal regulations. Service coordinators will improve their ability to assist families in the identification of natural environments, as defined under Part C of IDEA, and will coordinate service delivery and supports within those natural environments that provide learning opportunities for children within the settings, activities, and routines of everyday life.



## **Module 5**

### **Feeling at Home on the Journey Natural Environments**

#### **Competencies**

- Has knowledge and understanding of research and evidence-based practices related to everyday supports and services in natural environments.
- Has knowledge and understanding of the importance of designing supports and services that individually support or enhance each child's participation in unique settings where the family lives, learns, and plays.
- Has knowledge and understanding of the importance of providing supports and services within activities that occur in natural settings while offering children opportunities to learn and practice new skills.
- Has knowledge and understanding of the importance of designing supports and services that foster the use and development of natural supports within each family's social and cultural network.
- Has knowledge and understanding that evidence-based practices indicate that children learn best when service providers primarily act as consultants to the key individuals in each child's life.
- Has knowledge and understanding of different team models used in early intervention including multidisciplinary, interdisciplinary, transdisciplinary, and the primary service provider as coach model of team interaction.
- Has knowledge and understanding of ways to embed evidence-based practices related to natural environment into all phases of the family-centered early intervention process.
- Coordinates and plans services so children with disabilities receive services in their natural environment and have opportunities to interact with children who are typically-developing.
- Is able to explain to families and community providers the purpose of early intervention supports and services in natural learning environments, and shares disciplinary values, ethics, perspectives, and specific expertise with other team members.
- Is able to communicate effectively with families and team members from various disciplines.
- Has knowledge and understanding of the federal and state definitions of natural environment.

- Consults with and refers to other professionals and community agencies, and incorporates information and feedback from other team members.
- Demonstrates the ability to write a justification for services provided outside the natural environment in compliance with federal and state requirements.
- Demonstrates the ability to locate information found in Rulemaking Hearing Rules of the State Board of Education-TEIS.



## **Module 5**

### **Feeling at Home on the Journey**

### **Natural Environments**

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- 5.4 Everyday Supports and Services – Models of Team Interaction
- 5.5 Just Being Kids – Janella’s Story
- 5.6 Models of Team Interaction
- 5.7 Teaming & the Primary Service Provider as Coach Model of Team Interaction – Case Study-Destiny and Donna
- 5.8 Everyday Supports and Services – Defining and Embedding Practices Related to Natural Environment Throughout the Early Intervention Process
- 5.9 Defining Natural Environments Quiz
- 5.10 Natural Environments & Justification for Services Outside the Natural Environment
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- 5.20 Just Being Kids – Evan’s Story
- 5.21 Position Paper on the Provision of Early Intervention Services in Accordance with Federal Requirements on Natural Environments



## Module 5

### Feeling at Home on the Journey Natural Environments

Assignments/Activity	Measure of Achievement
<p>Module Description</p> <p>Note that the contents of this module are divided into three components: (1) Research and Evidence-Based Practices, (2) Models of Team Interaction in Early Intervention, and (3) Defining and Embedding Practices Related to Natural Environment Throughout the Early Intervention Process.</p>	
<p>5.1 It Makes Sense: Providing Services in the Natural Environment</p> <p>Watch video <i>It Makes Sense: Providing Services in the Natural Environment</i> for the purpose of setting the stage for this module. Following the video, briefly share an example of an innovative service activity or setting you have observed.</p>	<p>Completion and active participation in discussion.</p>
<p>5.2 Everyday Supports and Services – Research and Evidence-Based Practices</p> <p>View PowerPoint <i>Everyday Supports and Services</i> slides 1-5, and participate in discussion as directed.</p>	<p>Active participation in discussion and activities during PowerPoint as led by the trainer.</p>

<b>Assignments/Activity</b>	<b>Measure of Achievement</b>
<p>5.3 Research and Evidence-Based Practice Literature</p> <p>Following slide 5, follow the instructions of the trainer for review of article 5.3a <i>Research and Evidence-Based Practice Literature</i></p>	<p>Active participation in discussion and activities as led by the trainer.</p>
<p>Break</p>	
<p>5.4 Everyday Supports and Services – Models of Team Interaction</p> <p>View PowerPoint <i>Everyday Supports and Services</i> slides 7-18, and participate as directed.</p>	<p>Active participation in discussion and activities during PowerPoint as led by the trainer.</p>
<p>5.5 Just Being Kids – Janella’s Story</p> <p>Watch the 12-minute video clip <i>Just Being Kids – Janella’s Story</i>. Share your thoughts about the team meeting as directed.</p>	<p>Active participation in discussion and activities as led by the trainer.</p>
<p>5.6 Models of Team Interaction</p> <p>Briefly review handout 5.6a <i>Models of Team Interaction</i>, and ask questions as needed.</p>	<p>Completion of activity.</p>
<p>5.7 Teaming &amp; the Primary Service Provider as Coach Model</p> <p>Read aloud, as directed, the case study in 5.7a <i>Teaming &amp; the Primary Service Provider as Coach Model of Team Interaction-Case Study-Destiny and Donna</i></p> <p>Work individually on this assignment or in groups, as directed.</p> <ul style="list-style-type: none"> <li>• Review current outcomes;</li> <li>• Briefly develop new outcomes for Destiny;</li> <li>• Identify a primary</li> </ul>	<p>Active participation and completion of worksheet to the satisfaction of the trainer. Worksheet placed in portfolio.</p>

Assignments/Activity	Measure of Achievement
<p>service provider based on the new outcomes;</p> <ul style="list-style-type: none"> <li>• Make recommendations for how visits with the family will be planned;</li> <li>• Determine how onsite coaching will be utilized.</li> </ul> <p>Record the above on worksheet 5.7b. Share your responses as directed.</p> <p>Participate in review and discussion of 5.7c <i>Teaming &amp; the Primary Service Provider as Coach Model of Team Interaction-How we moved Destiny to a PSP as coach model.</i></p> <p>Place completed worksheet in portfolio.</p>	
<p>5.8 Everyday Supports and Services – Defining and Embedding Practices Related to Natural Environment Throughout the Early Intervention Process</p> <p>View PowerPoint <i>Everyday Supports and Services</i> slides 20-25, participating in discussion as directed.</p>	<p>Active participation in discussion and activities during PowerPoint as led by the trainer.</p>
<p>5.9 Defining Natural Environments Quiz</p> <p>Using a copy of <i>Rulemaking Hearing Rules of the State Board of Education Chapter 0520-1-10 Tennessee’s Early Intervention System</i>, complete the quiz (5.9a) as directed. Place completed quiz in portfolio following scoring by the trainer.</p>	<p>Score of 100% on items 1-3, and satisfactory response to item 4, as determined by the trainer. Quiz placed in portfolio.</p>

Assignments/Activity	Measure of Achievement
<p>5.10 Justification for Services Outside the Natural Environment</p> <p>Read pages 44-48 on <i>Natural Environments</i> from Chapter 6 of <i>Tennessee's IFSP Manual</i>. <b>This is to be done outside of training time.</b></p> <p>Create a brief example of a child/family's natural environment settings, write one outcome, and write the justification for why the outcome cannot be met in the natural environment. Provide this information using worksheet 5.10a <i>Justification for Services Outside the Natural Environment</i> for this purpose. Return completed worksheet to the trainer for review and approval.</p> <p>Place in portfolio.</p>	<p>Meet approval and obtain signature of trainer. Worksheet placed in portfolio.</p>
<p>5.11 Everyday Supports and Services – Embedding Practices Related to Natural Environment Throughout the Early Intervention Process (cont.)</p> <p>View PowerPoint <i>Everyday Supports and Services</i> slides 26 30, and participate in discussion as directed.</p>	<p>Active participation in discussion and activities during PowerPoint as led by the trainer.</p>
<p>5.12 Meet Kim and Her Family</p> <p>As directed, take turns reading aloud the story <i>Meet Kim and Her Family</i> (5.12) in order to obtain background information.</p>	<p>Participation as directed.</p>
<p>5.13 During the Initial Visit</p> <p>As directed, read the first four paragraphs of 5.13 <i>During the Initial Visit</i> silently.</p>	<p>Participation as directed.</p>

Assignments/Activity	Measure of Achievement
If requested, read aloud the information in the box on the right which includes the evidence base from early intervention literature that supports the practice illustrated by the article.	
<p>5.14 Everyday Supports and Services – Embedding Practices Related to Natural Environment Throughout the Early Intervention Process (cont.)</p> <p>View PowerPoint <i>Everyday Supports and Services</i> slides 31-33, engaging in discussion as directed.</p>	Active participation in discussion and activities during PowerPoint as led by the trainer.
<p>5.15 Floor Play Between Bobby and Kim &amp; As Kim Gets Older</p> <p>Read the article, 15.5a <i>Floor Play-As Kim Gets Older</i>, silently or as directed by the trainer.</p> <p>Read the information in the box on the right which includes the evidence base from early intervention literature that supports the practice illustrated by the article, as directed.</p>	Participation as directed.
<p>5.16 Just Being Kids – Nolan’s Story</p> <p>View the 6-minute video clip <i>Just Being Kids – Nolan’s Story</i>. Participate in brief discussion as directed.</p>	Participation as directed.
<p>5.17 Everyday Supports and Services – Embedding Practices Related to Natural Environment Throughout the Early Intervention Process (cont.)</p> <p>View PowerPoint <i>Everyday Supports and Services</i> slides 34-38, engaging in discussion as</p>	Active participation in discussion and activities as led by the trainer.

Assignments/Activity	Measure of Achievement
directed.	
<p>5.18 Early in the Intervention Relationship</p> <p>Participate in brief role-play as directed using 5.18a <i>Early in the Intervention Relationship</i>.</p> <p>Read the information in the box on the right side of the handout which includes the evidence base from early intervention literature that supports the practice illustrated by the article, as directed.</p>	<p>Active participation in activity as led by the trainer.</p>
<p>5.19 Everyday Supports and Services – Embedding Practices Related to Natural Environment Throughout the Early Intervention Process (cont.)</p> <p>View PowerPoint <i>Everyday Supports and Services</i> slides 39-41, engaging in discussion as directed.</p>	<p>Active participation in discussion and activities as led by the trainer.</p>
<p>5.20 Just Being Kids – Evan’s Story</p> <p>Watch the 10-minute video clip <i>Just Being Kids – Evan’s Story</i>. Participate in brief discussion as directed.</p> <p><b>View PowerPoint for final two slides.</b></p>	<p>Completion and active participation in discussion.</p>
<p>5.21 Position Paper on the Provision of Early Intervention Services in Accordance with Federal Requirements on Natural Environments</p> <p>Read handout 5.21a <i>Position Paper on the Provision of Early Intervention Services in Accordance with Federal Requirements on Natural</i></p>	<p>Completion and article placed in portfolio.</p>

<b>Assignments/Activity</b>	<b>Measure of Achievement</b>
<i>Environments outside of training</i> and place a copy in the portfolio.	